NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 48/No. 6

May 2005

NLTA Executive 2005-07

Get Involved
Join a Provincial Committee

Are you a knowledgeable, interested and committed member of your Association? President-Elect, Kevin Foley, has established a committee structure for the 2005-07 school year to assist the Provincial Executive Council in conducting the business of the Association. These committees, chaired by members of the Executive, prepare recommendations to Executive on a wide range of issues which affect both Association policy and action. The participation of teachers as members of the committees is essential in providing a link between the Executive and the membership of the Association.

Committees will meet approximately four times per year. Meetings are usually held after school hours; some may be held via teleconferencing. From time to time weekend meetings may be required. Teachers are reimbursed for out-of-pocket expenses for travel, meals and child care as per NLTA policy.

You are asked to consider volunteering to serve as a member of a committee that is of interest to you. Committee members are usually drawn from the same geographic location (within 90 km) as the chairperson. With the permission of Executive, one committee member may be chosen from outside the geographic location provided that expenses incurred are kept within reasonable limits. Committee members are chosen by the chairperson early in September of each year. All applicants will be informed of the status of their application at that time.

Every effort will be made to have equal representation of males and females and to ensure generational equity on committees. Depending on the terms of reference of the committee, every effort will also be made to include teachers with responsibilities in various areas of the teaching profession.

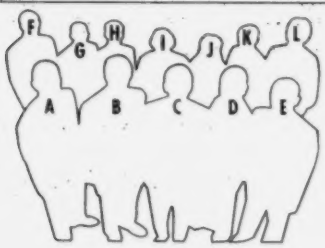
If you are interested in becoming a committee member, please fill out the form on the NLTA website at www.nlta.nl.ca [click on "Forms Online" and go to "Committee Volunteer Application"] and forward it to Geralyn Costello at the NLTA office by **June 30**. If you require additional information, please contact Geralyn Costello, Assistant to the President, at 709-726-3223 or 1-800-563-3599, Ext. 222 or e-mail: gcostello@nlta.nl.ca.

Committees, 2005-07	Chairperson	Location
Curriculum	Wayne Park	Woody Point
Equity Issues in Education	Paul Pinsent	Stephenville
Membership Benefits and Services	Ed Moore	Placentia
Communications/Political Action	Jackie Maloney	Rushoon
Professional Issues	Lily Cole	Clarenville

Please Note:

1) The *Finance and Property Committee*, chaired by Dean Ingram, is set up under By-Law XVII of the Association which requires that the members of this committee be taken from the Provincial Executive Council.

2) The *Group Insurance Committee* is chaired by Bill Chaisson and operates out of St. John's. Members are usually chosen in June by the Provincial Executive Council following recommendations from the President. There are no vacancies on this committee for the coming year.



On the Cover:

A. Dean Ingram
B. Dana Burridge
C. Kevin Foley (President Elect)
D. Sean Noah (Vice-President Elect)
E. Edward Moore
F. Paul Pinsent
G. Bill Chaisson
H. Jeanne Williams
I. Jackie Maloney
J. Lily B. Cole
K. Wayne Park
L. James Dinn

the bulletin

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PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

STEPHENVILLE

Changing Roles, Changing Times at SAC Conference 2005

Stephenville

The 2005 School Administrator's Council (SAC) Conference will be taking place this year at the College of the North Atlantic in Stephenville from May 25 to 27. The conference theme is "Changing Roles, Changing Times" and promises to be a very exciting event.

Dr. Brendan Croskery will give a keynote address entitled "Waltzing with Gyres". Concurrent sessions include: "Motivating Teachers/Motivating Students" by Ian Davidson; "Dealing with Difficult Students" by Bill Tucker; "Career Education" by Cyril Organ; "Non-Violent Crisis Intervention" by Brian Foley; "School Development Model" by Dave Murphy; and "Educational Law" by Stefanie Tuff.

The President of the NLTA, Fred Douglas, will bring greetings and the Honourable Tom Hedderson, Minister of Education, will address participants. Many social events are also planned for the conference including a golf tournament and "Lunch with Snook".

For further information on the conference contact Michael Murrin, E-mail: mike.murrin@wnlsd.ca, Tel: 709-646-2822, Fax: 709-646-5263.

CARTWRIGHT, LABRADOR

Students increase fundraising efforts for Janeway Day

In an effort to increase the donations for Janeway Day, which have been in the neighbourhood of $80 - $100 each year, students and teachers at Henry Gordon Academy (HGA) in Cartwright, Labrador held a week-long competition to see which homeroom could raise the most money per student for the Janeway.

As an incentive to donate, the winning class was given the last class off on Friday afternoon. On Friday when the total was in, students and staff had raised over $850 for the Janeway. The lucky homeroom was the Grade 9 class.

"It was a great week to be in HGA as the competitive spirit was alive and well," said Dave Gatehouse, a teacher at Henry Gordon Academy. "The focus almost shifted from the Janeway to the free class. In the end everyone was proud of the amount of money collected. Some students even said they had goose bumps when they heard how much money was raised."

The idea for this fundraiser came from the booklet sent to schools by the NLTA. Isn't it amazing what can happen when we all have some motivation.

Grade 9 winning classroom at Henry Gordon Academy:
Front Row: Lee Semigak, Samara Davis, Ashley Mugford
Back Row: Keith Learning, Leonard Toomashie, Kayla Heard, Alicia Pardy
Missing from Photo: Krista Williams, Vance Curl, Jennifer Keefe

NEWFOUNDLAND & LABRADOR

A great resource on careers in culture for province's youth

The Cultural Human Resources Board has launched a new website, www.careersinculture.com, to provide high school students and other youth with information on the huge range of career opportunities in the arts and heritage.

A legacy of the successful Culture Works career showcases that were held across the province in the fall of 2004, the website contains information on the great variety of cultural careers possible: everything from the technical to the managerial, to

the creative, and the academic. In addition to listing career options, the website provides information on cultural training programs across Canada. One of the most interesting aspects of the site is the first hand accounts of young Newfoundlanders and Labradorians who are pursuing successful cultural careers in this province and around the world. The Cultural Human Resources Board are in the process of developing a resource section for teachers.

The website is already generating interest among young people. A student from Booth Memorial High School commented, "this site is AWESOME! It not only is attractive to my age group but it also appeals to what a lot of people my age are looking for... opportunity."

For more information, please contact Lucy Drown at (709) 738-0200 or email: chrb@nfld.net.

Hushh-Up a Classroom

The Canadian Hard of Hearing Association-Newfoundland and Labrador (CHHA-NL) has introduced two programs to decrease noise in classrooms throughout the province.

A significant source of noise in the classroom is that of chairs scraping on uncarpeted floors. Classroom noise is extremely detrimental to all students' abilities to hear and process auditory data and especially difficult for hard of hearing students, particularly those who wear hearing aids. A hearing aid amplifies all sounds as it is unable to distinguish between background noise and speech.

In an effort to decrease this type of noise, the Hushh-Ups pilot project was initiated in nine classrooms at St. Peter's Elementary School in Mount Pearl. Hushh-Ups are special balls that are placed on the bottom of moveable tables and chairs to eliminate the noise caused by friction with the floor. The evaluation of this pilot project has found that both students and teachers have benefitted from the use of Hushh-Ups. As a result, St. Peter's Elementary has raised funds to provide Hushh-Ups in every classroom.

At the present time there are 172 schools in the province who have mainstreamed hard of hearing students. The CHHA-NL, with the support of the Department of Education, are looking for sponsors for an Adopt-a-Classroom program to provide Hushh-Ups for every hard of hearing student in the province from Kindergarten to Grade 6.

For more information please contact the Hard of Hearing Association-Newfoundland and Labrador, Suite 103, 136 Crosbie Road, St. John's, NL, A1B 3K3, chhanl@nfld.net, www.chha-nl.nl.ca, Tel: 709-753-3224, Fax: 709-753-5640.

NLTA By-Law Change

BGM Delegates Vote to Increase Membership Dues

by FRED DOUGLAS

At the NLTA Biennial General Meeting (BGM) held March 29 to April 1, a by-law change was passed to implement an increase in NLTA membership fees. This by-law amendment was carried, as required, by a two-thirds majority of the delegates to BGM. The fees will increase from 1.0% of salary and bonuses to 1.25%, effective with the first pay period in September 2005. The following provides information concerning this by-law change.

Membership fees to the NLTA are currently based upon 1.0% of salary and bonuses. When preparations for the draft NLTA budgets for 2005-06 and 2006-07 began last fall, it became apparent that there would be deficits of $615,372 and $746,400 respectively for a total projected deficit of $1,361,772 over those two budget years. Obviously, steps needed to be taken to address this shortfall.

Following the Joint Council meeting in November 2004, the NLTA Finance and Property Committee undertook a detailed analysis of the budget situation and made a number of cost-saving recommendations to the Provincial Executive when it met in January 2005.

When these recommendations were reflected in the draft budgets there remained a shortfall of $379,331 for 2005-06 and $480,400 for 2006-07, for a total projected deficit of $859,731 over the two budget years. The Finance and Property Committee considered the possibility of transferring monies from the Reserve Fund to cover the full amount of both deficits, but the magnitude of the transfer needed was prohibited by NLTA policy, and could not be sustained for any significant period. As well, no further significant reductions in expenditures could be realized without drastically cutting, or even eliminating, necessary programs and services.

Given the above, the Finance and Property Committee recommended that the membership fee be increased from 1% of salary and bonuses to 1.1% effective September 1, 2005. This would add revenues of approximately $315,000 and $305,000 for each of the two budget years 2005-06 and 2006-07. With this addition the projected deficits would be reduced to $64,331 and $175,400 respectively, for a total projected combined deficit of $239,731 which could be accessed from the Reserve Fund while staying within policy.

This proposal was accepted by Executive at its January 14-15, 2005 meeting and was subsequently presented and discussed at the February 18, 2005 Joint Council meeting. The proposed fee increase and draft budgets were then presented to delegates at BGM for their decision.

A number of other critical factors were considered in the decision to recommend a fee increase. The Associations fees have remained at the 1% level for over three decades and, in the past decade, expected increases in revenues from salary increases have been offset by a decline in the number of members. Since 1992-93, the NLTA's annual income from fees has been consistently lower than the 1990-91 fee income, while costs of delivering programs and services continue to rise. Further, as of 2004-05, NLTA membership fees are the second lowest of all teacher associations across Canada, and are much lower than many professional unions in this province.

At the BGM, many delegates felt strongly that a fee increase of .1% of salary and bonuses would not be a solution likely to address our fiscal problems beyond 2007. Concern was also expressed about some of the cuts proposed by Executive in order to live within the 1.1% fee income. There was also further discussion about the need to begin rebuilding the Emergency Fund. After considerable debate an amendment to the proposed by-law change was passed to implement a fee increase of .25% of salary, with .1% of salary directed specifically to the Emergency Fund. This by-law amendment was then carried by the required two-thirds majority. Further amendments were made to the proposed budget and a motion was passed

that would require a minimum of 20 percent of any surplus in the General Fund at the end of a budget year to be deposited to the Emergency Fund. As well, an internal/external review will be conducted on all aspects of the NLTA operations in order to develop a strategic plan.

The increase in fees will impact teachers' net pay per pay period. The average teacher's salary in the province is $57,336 annually. The increase in fees will mean that a teacher at that salary level will pay an additional $5.51 per pay period. As union dues are tax deductible, and given that the tax rate for that average salary is about 40%, the actual net cost per pay period for a teacher at that point on the salary scale would be approximately $3.31. Obviously the amount will vary for those earning less/more than the average salary.

As previously stated, the increased fee deduction at source will begin with the first pay period in September 2005.

President Addresses Delegates at BGM 2005

Outgoing President Fred Douglas addressed delegates to BGM 2005. The following are excerpts from his address:

...The restructuring of education in Newfoundland and Labrador has resulted in many changes, and while these changes may have saved government some money, they have certainly not resulted in better working conditions for teachers or, for that matter, better learning conditions for students. Indeed, the opposite is true. The restructuring of school boards, with the resulting downloading of work to schools, ISSPs, Pathways implementation, increased inclusion of special needs students, increasing class sizes as a result of the elimination of over 400 teaching units in two years and the introduction of new curricula without sufficient resources for implementation has added tremendously to teacher workload. We have become developers of curriculum at the expense of our role as deliverers of curriculum!

...The resources allocated for ISSP development and the Pathways model, and the inclusion of special needs children into the regular classroom setting are woefully inadequate. We desperately need the promised support services which will make the concept viable and beneficial to our students. Instead, there are long waiting lists for formal assessments, and teachers have been left to manage integration in the best manner we can without adequate support and resources. We prepare Individual Support Plans for these students and ensure that these plans are implemented and followed throughout the year. No extra time is provided during the instructional day to either develop and prepare these programs, collaborate with colleagues who also teach the child, or to meet with other professionals and parents who must be involved in the process. It is absolutely essential that each teacher have at least one preparation period per day if these changes are to be implemented with the benefit to the child as the ultimate goal.

...Salaries and mandatory supervision are two other items which must be positively addressed in this upcoming round of bargaining. We have in this province, in my opinion, the best trained and most highly qualified professional educators in North America. Since we hold them accountable to international standards despite the provision of inadequate resources, the least we can do is to ensure that they are remunerated at or near the Canadian average. How much longer can we continue to utilize the resources of these qualified professionals to carry out lunch time supervision? Many jurisdictions across Canada have already turned these duties over to paraprofessionals at a fraction of the cost.

...It is the educator and, I would suggest, specifically the practitioner in the school, who is truly knowledgeable about the constantly changing and evolving face of education and how it affects our school system and our children. I would respectfully suggest that few of the general public, and especially those who have been out of the K-12 system for more than a decade, would recognize the school system of today as being in any way relevant to their experiences when they attended grade school. While I am not for one minute suggesting in any way that parental involvement and input is not an important aspect of the child's education, it must be recognized that the educator is the professional. All of us would obviously like to participate as fully as our knowledge allows in our own health, diagnosis and treatment but yet, in the final analysis, unless we suspect gross error, we accept the health care professional's advice. Many people find this same rationale difficult to accept when it comes to the professional educator's advice and quite frankly this attitude needs to change.

Fred

Teachers Honored

Awards Presented at BGM 2005

In keeping with past tradition, the efforts of a number of teachers who have made significant contributions to both their profession and their Association were recognized at Convention 2005. Award winners for 2004 were announced last year but presented at this Convention. The following provides information on the awards and the 2005 winners.

Wayne Russell

Wayne Russell • Honorary Member

Wayne Russell's education career began in 1964 as a teacher with the Port Rexton School Board. From 1969 until 1978 he taught in Labrador in various teaching positions such as mathematics and science teacher, Department Head for Mathematics, as well as a high school principal. In 1978 he joined the staff of the Newfoundland and Labrador Teachers' Association as Executive Assistant in Teacher Welfare. From 1981 to 1985 he held the position of Director of Teacher Welfare, and in 1985 he became Executive Director of the NLTA. He retired from this position in 1997 and took a position as Vice-President, Special Services, with Johnson Inc. Mr. Russell held this position until December of 2003. He is currently Chair of the Board and CEO of the *Own the Podium Project*. This is a project established to have Canada become the leading nation by total medals won at the 2010 Vancouver-Whistler Olympic Games.

During Mr. Russell's diverse employment history he worked closely with the Provincial Government, including liaising with the Department of Education, interacting with the Department of Finance on budgets and pensions, and involvement with the Department of Labour and Treasury Board for all matters related to collective bargaining.

It was the work performed on behalf of teachers and schools, however, that was the most satisfying and fulfilling to Mr. Russell during his career. Working with teachers on committees, writing about the concerns of teachers and education, and speaking about these same issues were the highlight of his extensive career path. Mr. Russell travelled the province in pursuit of promoting teachers and education and meeting and working with teachers in their schools and communities.

Besides his work at the local level, Mr. Russell also had a great deal of involvement with organizations at regional, national and international levels. Among these groups were the Canadian Teachers' Federation (CTF), Canadian Educational Association (CEA), Council of Atlantic Provinces Teacher Organizations (CAPTO), Canadian Association for the Practical Study of Law in Education (CAPSLE), Conference on New Techniques and Classroom Teaching (CONTACT), the Canadian School Boards Association (CSBA), Education International (EI), and some international work in Ghana in 1988. In 1989, Mr. Russell was a member of the Canadian delegation to an educational transborder exchange of ideas in San Diego, California. He also served as a member of the Premier's Advisory Council on the Economy from 1990 to 1995.

Some of Mr. Russell's accomplishments and activities are more noteworthy than others, however, one in particular can be credited with altering the course of education in Newfoundland and Labrador. Mr. Russell was instrumental in helping alter the structural organization of primary, elementary and secondary education in the province from an overlapping church-based system to a geographically-based public system. In 1986, Mr. Russell, through the NLTA, presented Cabinet with a case for the Royal Commission study on education entitled "Exploring New Pathways". Besides presenting this brief to the Commission, numerous meetings with its chair and other commissioners were also necessary. Once this piece of work was initiated, Mr. Russell's biggest challenge was endeavouring to keep the faith among the membership of the NLTA that the course selected was correct and the best one for education in Newfoundland and Labrador. This took ten years to

accomplish and his perseverance along the way was commendable. Since the original brief was written, Mr. Russell has led the education reform movement through a new Schools Act, a new Education Act, two provincial referendums, two votes in the House of Commons and Senate, and most remarkable, two significant changes to the Canadian Constitution.

It is important to note that throughout his work in educational reform in this province, as well his vast experiences with education, Mr. Russell ensured that the NLTA stood firm on principal and concern for education and for the children of Newfoundland and Labrador.

Besides his extensive educational and employment history, Mr. Russell has also served in numerous voluntary or appointed positions throughout his lifetime. He chaired or was a member of a variety of education committees, boards, task forces and councils at the provincial and national levels. These included the Task Force on Class Size and Teacher Workload; the Board of Directors of Memorial University; Institute of Educational Research and Development; the General Advisory Committee to the Minister of Education; the Presidential Committee to Review the Faculty of Education at Memorial University; the Educational Advisory Committee for the Economic Council of Newfoundland and Labrador; the Economic Council of Newfoundland and Labrador; the Study Focus Group to oil related sites in England, Scotland and Norway; and the educational project in Ghana, West Africa conducted for the Canadian Teachers' Federation and the Canadian International Development Association. He was a member of the Canadian delegation to the World Conference of the Teaching Profession in Australia, the Canadian delegation to an educational transborder exchange of ideas in San Diego, California, and the Canadian delegation to the World Conference of the Teaching Profession in Costa Rica.

Mr. Russell's activities outside of his employment have been mainly focused on sports. He was active as a hockey coach, coaching instructor, and chair of the Hockey Newfoundland Development Council. He was also a member of the St. John's Sports and Entertainment Board. From 1999 to 2002 he was President of the Canadian Hockey Association and is currently Chair of the Canadian Hockey Foundation. He is presently a member of the Hockey Development Council of the Canadian Amateur Hockey Association, Chair of the Audit Committee of the Canadian Olympic Committee, Member of the Finance Committee of the Canadian Olympic Committee, member of the Board of the Canadian Olympic Committee, Chair of the Advisory Committee for the International Hockey Heritage Centre, and Special Project Advisor with the Ottawa Senators.

Mr. Russell is an Honorary Life Member of Hockey Newfoundland. He is a winner of the Queen's Jubilee Medal and the Special Recognition Award of the Canadian Teachers' Federation.

The President's Award

The 2005 recipient of the President's Award is Marilyn Bennett of St. John's. The President's Award is presented during Convention to one person whom the President feels is a strong supporter of the Association during the President's term of office. For a recipient to be eligible he/she must be, or have been, an active member in good standing of the Newfoundland and Labrador Teachers' Association for at least five years. They must have served the Association at the provincial, branch or executive level, or within the special interest council structure. They must be recognized amongst their peers as a teacher who has given of him/herself to the Association and be recognized amongst his/her peers as an exemplary educator in the profession.

Marilyn Bennett

A teacher for 30 years, Ms. Bennett is currently teaching at Bishop Abraham Elementary in St. John's.

Throughout her career, Ms. Bennett has been an active member of the NLTA and a member of the St. John's Centre Branch since 1989. She is currently a member of the NLTA Provincial Executive Council and Chair of the Provincial Communications/Political Action Committee. At the Branch level she has held numerous Executive offices including Table Officer (1989-92, 1995-96, 1998-99), Vice-President (1991-94, 2000-01), Treasurer (2000-01), and President (2001-03). She has also been active at the committee level including membership on the Teacher Representative Committee, Centennial Committee, Equality Rights Committee, Hospital Visitation Committee, Communications Committee, Political Action Committee, Substitute Teachers Committee, Branch Elections Committee and Branch By-laws Committee.

Ms. Bennett has initiated or planned many activities for teachers including curling funspiels, bowling tournaments, host nights, and meet and greet nights. She has been an outstanding contributor to promoting teacher issues as well as organizing teacher events.

Ms. Bennett and her husband, Randy, live in St. John's.

(continued on page 10)

Clement "Ted" Murphy

Madonna Boone

Diane Curtis

Raymond Brushett

The Allan Bishop Award

The Allan Bishop Award is presented in recognition of outstanding service to the Newfoundland and Labrador Teachers' Association at the provincial level. The award is open to any active or life members of the NLTA and nominations for this award may come from Branches or Special Interest Councils.

Clement "Ted" Murphy of Shearstown is recipient of the 2005 Allan Bishop Award.

A teacher for 26 years, Ted has been an active member of the NLTA at the Provincial Executive level since 1992. He has chaired numerous Executive Committees including PRISM Magazine Management Team (1992-95), Substitute Teacher Ad Hoc Committee (1992-93), Group Insurance Trustees (1994-96), Group Insurance Committee (1996-2000), and Curriculum Committee (2001-03). He was a Table Officer of the Provincial Executive Council from 1998-2001, and Chairperson of the Provincial Collective Bargaining Committee from 1995-96 and again in 2002-03.

Ted has also been active at the Special Interest Council and Branch levels of the NLTA. He was treasurer of the Happy Valley-Goose Bay Special Interest Council for Special Education from 1978-80, and President from 1980-82. He has been active with the Bay Roberts Branch of the NLTA since 1983. Ted held most Executive positions with the Branch including Branch President from 1988-90. He is presently the Branch Secretary.

Ted has coordinated professional development days for teachers in his area, was co-chairperson of the 1990 Centennial Celebrations in his community, and has been actively involved with projects such as Janeway Day, Education Week celebrations, retirement banquets, school representative in-service and coordination, new teachers welcome, hospital visitations, Branch socials and political action.

Ted is currently a teacher at Amalgamated Academy in Bay Roberts.

The Bancroft Award

The Bancroft Award was established in 1980 to mark the 90th anniversary of the Newfoundland and Labrador Teachers' Association. The award recognizes outstanding service at the Branch level of the NLTA for the betterment of education and professionalism for teachers.

Madonna Boone of LaScie is a recipient of the 2005 Bancroft Award.

A teacher for 30 years, Madonna has been an active member of the Baie Verte Peninsula Branch of the NLTA since 1981. She held numerous Executive offices at the Branch level including Political Action Member (1981-82), Communications Officer (1993-94), Member at Large (1982-90, 1996-2004), Treasurer (1989-91), Secretary (1991-92), Vice-President (1994-95), and President (1995-96). She has also been active at the committee level including membership on the Ad Hoc Committee for Property and Finances (1989-90), Negotiating Team (1995), and the committee that coordinated Branch Contingent during Job Action (1992).

Madonna was a member of the School Board-Teacher Liaison Committee (1983-84), Committee for Professional Development Day (1982-83), Sick/Bereavement Committee (1997-2004), and the Retirement Banquet Committee (1995-96). She was a member of the Primary Special Interest Council (1994-95), a delegate to CONTACT (1988 and 1992), and a delegate to the NLTA Convention for seven years.

Madonna is presently retired.

Diane Curtis of Jackson's Arm is a recipient of the 2005 Bancroft Award.

A teacher for 25 years, Diane has been very active at the Branch level of the NLTA. Her involvement with the Taylor's Brook Branch includes Communications Officer (1989-93), Vice-President (1993-94, 1996-97), President (1994-95, 1997-2001), Past President (1995-96, 2001-05), and Treasurer (2004-05).

Diane has been a member of the Gender Equity Committee (1978), Policy Committee for School Construction (2001), and School Board-Teacher Liaison Committee (1997-99). She chaired the School Board-Teacher Liaison Committee from 2000-01.

Diane has also initiated or contributed to the following projects: Active Parenting (1992), Preschool Training (1995), Teacher Retreat (1996), Accelerated Reader Project (1997), Empower Students to Succeed – Computer Partnership Project (1998), Multi-Age Committee – District (Mirror Project) (2000), and Teacher In-service on Classroom Management (2001). She has also been a delegate to Convention eight times.

Diane is currently a teacher at Main River Academy in Pollard's Point.

The Barnes Award

The Barnes Award was established in 1987 to recognize outstanding professional development services provided by teachers at the Special Interest Council level.

Raymond Brushett of Mount Pearl is a recipient of the 2005 Barnes Award.

A teacher for 23 years, Raymond is the Executive Council representative for the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) for the province. He is a past president

of the Physical Education Special Interest Council and co-chaired its provincial conference in 2002. He was a member of the 10% reduction in inactivity Advisory Committee for 2001-02, a workshop leader from 1995-98 for the Gender Equity Leadership Development Program in Physical Education sponsored by CAHPERD, a member of the 1994 Physical Education Advisory Committee, and was seconded by the Department of Education to write a curriculum framework for Physical Education, "Adjusting the Focus".

Raymond was a winner in 1994 of the Hilroy Fellowship Award Program for the development and application of the Wellness 1223 Physical Education Program, and was a recipient of the Memorial University Athletic District Award in recognition of outstanding contribution to the Athletic Program. He has been presented with several other awards and recognition for his outstanding work in the area of physical education.

Besides his work on physical education advisory committees, liaison roles and strategic planning committees, Raymond has also been very active with the NLTA. He was a school representative (1996-98), Vice President, Southern Shore Branch (1999), Secretary (1998), Treasurer (1997), and Executive Member of St. John's Centre Branch (2000-03). He was a member of the organizing committee for the St. John's Centre Branch Curling FunSpiel (2001-02), a Canada Games and Provincial Games volunteer. Raymond is also a wilderness guide, alpine ski instructor, sailing instructor, cross-country ski instructor, soccer coach, and a former minor hockey coach and hockey school fitness instructor.

Raymond is currently a teacher at Bishop's College in St. John's.

The Special Recognition Award

The Special Recognition Award was instituted in 1990 by Johnson Inc., to recognize the 100th Anniversary of the Newfoundland and Labrador Teachers' Association. The Award is presented annually to an active NLTA member who has made a major contribution to the cultural, social and/or community life of Newfoundland and Labrador.

Myrtle Guinchard of Mount Pearl is a recipient of the 2005 Special Recognition Award.

A teacher for over 30 years, Myrtle led numerous activities at the school and community levels. She organized many fundraisers including one for a double lung transplant in 2000, and she was a Red Cross canvasser for many years. She managed a girl's hockey team (1996-99), and a provincial basketball tournament (1995-97). She was a Brownie leader and community organizer (1990-93), Boy Scout/Beaver leader (1977-80), Girl Guides/Brownie leader (1975-77), and organized numerous Coats for Kids and recycling projects over the years.

Myrtle was founder and co-ordinator of the Leisure Pals Club at I.J. Samson School that was set up to promote acceptance of individual differences through leisure type activities. She developed the first special needs class for I.J. Samson in 1984 and organized student exchanges for students with or without disabilities. She has also been actively involved with Multi-Cultural Days, New Canadian ceremonies, the Rights of the Child and the Eritrea Project.

Myrtle has been a strong advocate for students receiving special services, both among her colleagues in school and outside. She has been a committee member with the Canadian Association of Community Living and the Newfoundland and Labrador Association of Community Living.

Myrtle was also active in basketball, broomball, ladies darts, teachers' curling league, and commercial curling league. She was an Executive member of the St. John's Centre Branch of the NLTA from 2001-04.

Myrtle retired from teaching in 2004.

Myrtle Guinchard

Resolutions from BGM 2005

Category A: Professional Development

1. That the NLTA request that the Department of Education not implement the new school development model until all associated costs and sufficient close-out time are guaranteed over and above the three professional development/inservice days defined in Article 28.01 of the Collective Agreement and is provided during the school day for planning and implementation. **(CARRIED AS AMENDED)**

Category B: Association

Candidate Forums for NLTA Province-wide Election Candidates

2. That NLTA investigate the establishment of candidate forums throughout the province during the next provincial campaign for the offices of President and Vice-President of NLTA. **(CARRIED)**

Category C: Benefits and Economic Services

Opening Day for School Year

4. That the school year begin on the first working day in September. **(CARRIED)**

Teacher Transfers

5. That, subject to Clause 6.03 of the Collective Agreement, the board shall accommodate transfer requests from teachers already employed by the board in a continuing contract. **(CURRENT POLICY)**

Teacher Certification

6. That the NLTA initiate discussions with government seeking amendments to the Teacher Certification Regulations to expand steps and levels and to include a Certificate VIII for teachers who have a second Master's degree or a doctorate. **(CARRIED AS AMENDED)**

Indexing of Teachers' Pensions

7. That the NLTA explore the cost of increasing the indexing formula in the Teachers' Pension Plan to 100% of the annual increase in the national Consumer Price Index. **(CARRIED AS AMENDED)**

Employment of Substitute Teachers

8. That the NLTA attempt to negotiate an amendment to Article 49.06(b)(i) of the Collective Agreement by adding the words "and one day of teaching service in any subsequent year" so that the clause would read as follows: "the substitute teacher is under contract with a School Board or the Department of Education for a period of fifty (50) consecutive days or more during the school year, or a substitute teacher accumulates fifty (50) days for substitute teaching service during the school year and one day of teaching service in any subsequent year". **(CARRIED AS AMENDED)**

9. That the NLTA attempt to negotiate an amendment to Article 49.06(b)(iv) of the Collective Agreement so that the clause would read in part: "substitute teachers who accumulate fifty (50) days of teaching service through a series of short-term contracts will be paid for sick leave days certified by the School Board(s) retroactive to the date the teacher first commenced employment...". **(CARRIED AS AMENDED)**

Length of the Instructional Day

10. That the NLTA attempt to negotiate a maximum 300 minute instructional day (i.e. scheduled class activities, excluding recess) for all students. **(CARRIED AS AMENDED)**

Survey of Substitute Teachers

11. That NLTA conduct a survey of substitute teacher issues in the province to include issues related to improved services for substitute teachers, such as professional development activities, bargaining strategies, hiring practices, and understanding the needs of substitute teachers. **(REFERRED TO EXECUTIVE)**

Preparation Time

12. That the NLTA amend its current policy and attempt to negotiate provisions in the Collective Agreement to ensure that teachers will receive, on average during an instructional cycle, a minimum of 60 minutes of preparation time during a 300-minute instructional day. **(CARRIED AS AMENDED)**

Allowances

13. That the NLTA attempt to negotiate provisions in the Collective Agreement to ensure that all people hired as guidance counsellors will receive the guidance bonus according to the Collective Agreement. **(CARRIED AS AMENDED)**

Paid Leaves

14. That the NLTA attempt to negotiate amendments to Article 15.03(a) of the Collective Agreement so that the rebuilding formula for a teacher who uses all his/her sick leave will be as follows:

After the first year of service	40 days
After the second year of service	80 days
After the third year of service	100 days
After the fourth year of service	120 days
After the fifth year of service	195 days

(CARRIED AS AMENDED)

15. That the NLTA attempt to negotiate a guarantee of three paid personal leave days per school year which may be used at the teacher's discretion. **(CARRIED AS AMENDED)**

16. That the NLTA attempt to negotiate the inclusion of the following categories of people in Article 18.01 (Compassionate Leave) of the Collective Agreement: 'sister-in-law, brother-in-law, aunt, uncle or close friend'. **(CARRIED AS AMENDED)**

17. That the NLTA attempt to negotiate an amendment to Article 18.03 of the Collective Agreement changing the word "may" to the word "shall" so that the provision of paid leave for the reasons listed in this clause would be mandatory, not discretionary. **(CARRIED AS AMENDED)**

18. That the NLTA attempt to negotiate an amendment to Article 18.03 of the Collective Agreement to increase the amount of paid leave available under this clause from three (3) days to five (5). **(CARRIED AS AMENDED)**

19. That the NLTA attempt to negotiate an amendment to Article 18.03 of the Collective Agreement to provide for an additional two (2) days of paid leave in situations in which extensive travel is involved or where extraordinary circumstances prevail. **(CARRIED AS AMENDED)**

20. That the NLTA attempt to negotiate a paid leave provision in the Collective Agreement to enable teachers to accompany their children to the KinderStart program. **(CARRIED AS AMENDED)**

21. That the NLTA attempt to negotiate an amendment to Article 18.09 (Other Paid Leave) of the Collective Agreement changing the word "may" to the word "shall" so that teachers cannot be denied access by the school board to three non-discretionary paid leave days. **(CARRIED AS AMENDED)**

Employment of Teachers

22. That the words "suitable" and "suitability", where they appear in Clauses 6.02 – 6.06 of the Collective Agreement, be deleted and/or replaced with the word "competent", as appropriate. **(CURRENT POLICY)**

Supervision

23. That teachers not be required to supervise students during morning, recess, lunch and after school. **(CURRENT POLICY)**

Resolutions from the Floor

FI.1 That the NLTA oppose school fees that are levied to support provincially prescribed curriculum delivery and actively lobby the Government of Newfoundland and Labrador to live up to their commitment to adequately fund education in the province. **(CARRIED AS AMENDED)**

FI.2 That the NLTA formally call for the suspension of the implementation of the new Career Development course, 2211, until a thorough examination of the teacher's role and responsibilities – particularly the community contribution component – has been discussed, debated and defined. **(CARRIED)**

FI.3 That NLTA actively pursue the goal of obtaining the amount of money known as summer holdback pay; that NLTA put in place a plan that would expedite the management and disbursement of those monies; that income earned from investing this money be used to pay any cost incurred; and that surplus earned income from these investments be annually

deposited equally into the General Fund and the Emergency Fund. If such an investigation were to show that over a projected period of time such program would cost the Association money rather than make money, then there be a recommendation to Joint Council that we not pursue management/disbursement of summer holdback pay. **(REFERRED TO EXECUTIVE)**

Fl.4 That the NLTA seek financial assistance for teachers who operate computers at home to assist in their teaching. **(CARRIED)**

Fl.5 That any district initiated or school directed meeting requiring the teacher's attendance be held during the teacher's regular work day as defined in accordance with Schedule E. **(CARRIED)**

Fl.6 That in circumstances where a teacher's parent-teacher session conflicts with his/her child's parent-teacher session, that teacher shall be granted leave, with pay, to attend to his/her child's parent-teacher session. **(CARRIED)**

Fl.7 That the NLTA initiate discussions with government seeking amendments to the Teacher Certification Regulations to expand steps and levels and to include a Certificate VIII for teachers who have a Master's degree or a doctorate in conjunction with 80 university credits and that such be pursued through collective bargaining. **(CARRIED AS AMENDED)**

Fl.8 That within the period of one year, the Provincial Executive report and supply rationale on its decision to conduct or not conduct the survey of substitute teachers from Resolution 11 of the 2003 BGM. **(CARRIED)**

Fl.9 That the Association seek to negotiate specific parameters around a teacher's workday in the next round of negotiations. **(CARRIED)**

Fl.13 That NLTA seek clarification of the statement, "An extra layer of support which will include instruments to help schools and districts work through the schools' development process will be provided" (p.4) contained in the Department of Education's document "A Framework for School Development (2004)" and seek assurances of the continuation of such support beyond the pilot phase. **(CARRIED AS EDITED)**

Fl.15 That the NLTA sell classified ads in *The Bulletin*. **(REFERRED TO EXECUTIVE)**

Fl.16 That the NLTA seek ways to reduce the workload for teachers as it relates to Pathways 3 & 4. **(CARRIED)**

Fl.17 That the NLTA communicate directly to the membership the funding structure for the VTC. **(CARRIED)**

Fl.19 That if there is a surplus in the General Fund at the end of the NLTA fiscal year, then a minimum 20% of this surplus be placed into the Emergency Fund. **(CARRIED)**

Fl.20 That the NLTA explore ways and means of providing greater representation of women in the leadership of the Association. **(CARRIED)**

Fl.21 That the NLTA provide an update on collective bargaining to the membership before the end of the 2004-05 school year. **(CARRIED)**

Fl.22 That in the upcoming round of negotiations, the NLTA attempt to negotiate an increase in the resourcing provided for students who are determined to have a diagnosed exceptionality. This is to be achieved at no decrease to current teacher units or increase in their workload. **(REFERRED TO EXECUTIVE)**

Proposed NLTA By-Law Changes from Executive

The following proposed By-Law change from Provincial Executive was **amended** and subsequently **carried** by the 2005 BGM:

1. By-law III. – Active Membership

Sections C.(1) and (3) – Dues of By-Law III. – Active Membership were amended by replacing the words "one percent" with the words "**1.25 percent**" and by adding the words "**with 0.1 percent placed directly into the Emergency Fund**" at the end of each subsection. They read as follows:

(1) For teachers who hold active membership under By-Law III.A.(1), (2), (3), (6) and (7), the annual dues for each member shall be **1.25 percent** of his/her salary including bonuses, **with 0.1 percent placed directly into the Emergency Fund**.

(3) Substitute teachers shall pay **1.25 percent** on annual salary earned **with 0.1 percent placed directly into the Emergency Fund**.

The following proposed By-Law change from Provincial Executive was **carried** by the 2005 BGM:

2. By-Law IV. – Associate Membership

Sections A.(6) – Classification, B.(6) – Privileges and C.(6) – Dues (Teachers Seconded as per the Collective Agreement) of By-Law IV – Associate Membership were repealed. They read as follows:

["A. Classification

(6) Teachers seconded as per the Collective Agreement shall be eligible for Associate Membership.

B. Privileges

(6) Teachers Seconded as per the Collective Agreement – Teachers seconded as per the Collective Agreement may enjoy all rights and privileges of the Association except attendance at meetings or portions of meetings dealing with collective bargaining, receiving information on and voting on Collective Agreements, holding office in the Association and serving on Executive.

C. Dues

(6) Teachers Seconded as per the Collective Agreement – Teachers seconded as per the Collective Agreement shall pay an annual due of 4/5 of one percent of their current salary plus any special levy approved from time to time by the Association."]

The following proposed By-Law change from Provincial Executive was **carried** by the 2005 BGM and will be effective as of the 2005-06 school year:

3. By-Law IX – Local or Regional Branches and Special Interest Councils

By-Law IX – Local or Regional Branches and Special Interest Councils was amended by replacing the current subsections (1) and (2) of Section E. – Special Interest Councils with the following new subsections (1) and (2):

E. Special Interest Councils

(1) There shall be three Special Interest Councils organized along a levels basis as follows:

(a) Primary/Elementary

(b) Intermediate

(c) Senior High

(2) Other specialized councils may be established by the Provincial Executive Council in accordance with NLTA policy.

The following proposed By-Law change from Provincial Executive was **carried** by the 2005 BGM:

4. By-Law XII. – Nominating and Election Procedures for Officers

By-Law XII.A. – Nominating and Election Procedures for Officers was amended by adding the following new subsection (2), and renumbering current subsections (2) and (3) as (3) and (4):

"A. Any member of the NLTA in good standing, is eligible for nominations and election to the office of President or Vice-President providing:

(2) The member shall not have been found by the Electoral Committee to have failed to comply with the financial guidelines contained in the Association's election procedures established by the NLTA for the election of officers in a prior election."

HARVEY SMITH, 1952 – 2005

Harvey Smith

March 3, 2005 marks a day we will never forget. In the early morning hours, Harvey Smith of Blaketown passed quietly away after a courageous battle with cancer. Born on June 30,1952, Harve is remembered as a quiet man, a loving and devoted father and a dedicated teacher. He began his teaching career in September 1972 in Harbour Mille on the Burin Peninsula. He spent 19 years in that community and his entire career on the Burin Peninsula, moving to Jacques Fontaine All Grade and then to St. Bernard's until his retirement in June 2002.

The positive impact of his teaching career remains deep-felt, particularly in Harbour Mille where he was a school principal and taught side by side with his wife, Cora, for 17 years in a two-room school. A quote from a former student reads: "Mr. Smith has made a huge impact on who I am today and how I got there. He was a fair, kind and loving man, a superb teacher and a great role model."

Raymond Smith

Wherever Harve went he gained the admiration and respect of his students and colleagues just by being himself – soft spoken and kind-hearted, yet a firm and fair teacher. In spite of the frustrations and difficulties that come with teaching, he always put his best efforts into his work.

A man of quiet but very strong faith, Harve was dedicated to his family and cherished his two children, Harvey (Jr.) and Janine. He was also a loving brother, brother-in-law, son-in-law, uncle and friend. His sense of humour and good nature will be sorely missed.

Harve leaves behind his wife of 30 years, Cora, and two children – Harvey (Institute for Cancer Research, London, England) and Janine (Journalism Program, King's College, Halifax). He also leaves two brothers, four sisters and numerous relatives and friends.

"Think of him as living in the hearts of those he touched. For nothing loved is ever lost and he was loved so much."

(Submitted by Denise Pike, President of the Federation of School Councils [and sister-in-law])

RAYMOND SMITH

Raymond Smith passed peacefully away on March 8, 2005 at James Paton Memorial Hospital in Gander at 73 years of age.

Ray held undergraduate degrees from Memorial University and a Masters degree from Boston University. He taught in schools at Little Harbour, Woody Point, Baie L'Argent, Eastport, New Harbour and Gambo. He retired in 1987 following 18 years as a Special Services Coordinator with the Terra Nova Integrated School Board in Gander.

After retirement Ray gave his considerable talents and energy to several areas, most notably to the Gander Seniors 50+ Club, the Retired Teachers' Association, and St. Martin's Anglican Cathedral. He worked well with people and was gregarious and well liked, obviously enjoying all the volunteer work he was engaged in.

As a professional Ray Smith was truly one of Newfoundland's great educators. He was most often, and early, ahead of the thinking in his field of special services for exceptional children. He had a real philosophy of education, which was solidly and completely based on the child. He knew the theories and the research on the leading edge, but if the impact on children, especially on children who needed special supports, was not clear, he moved on to a more practical approach. He had a great empathy for the individual child. That was the hallmark of his career.

Ray loved life. He worked extremely hard, but when the time came to relax he could do that with great skill as well. A good barbequed steak, or two, a beer, or two, or a drop of Scotch and a good yarn and a good laugh among friends were his delights.

Ray was a family man above all else. His whole life centered around his wife and two daughters. He was never happier than when he was home, and working. He often mixed the two, bringing one or both of his girls to the office on a Sunday afternoon or a sunny summer's day to do just a bit more work.

Privately and professionally Ray was so straightforward that one often didn't realize the true great strength that he had as a human being, in every sense of that phrase. God bless him for what he was and did, and bless and comfort all those who love him.

Mourning their loss are his wife, Eileen, and two daughters, Annette (Paul Archibald) and Sherry (Roger Peircey), brother Clifford (Grace), sister Winnifred (Fred Osbourne), and loving grandchildren Jennifer, Chelsey, Stephen and Kimberley.

(Submitted by Eric Norman, Gander)

Going on Leave? Things You Should Know

by DON ASH

Whether you are going on maternity leave, approved leave without pay, unpaid sick leave, educational leave, or deferred salary leave, it is your responsibility to ensure your desired benefits are maintained while on leave. The purpose of this article is to ensure teachers going on leave are aware of the steps which must be taken to maintain these benefits which include NLTA Membership, Group Insurance and Pension service.

TYPE OF LEAVE	NLTA MEMBERSHIP	GROUP INSURANCE	PENSION
Maternity Leave	N2	G2	P3
Approved unpaid leave	N2	G3	P3
Unpaid sick leave	N2	G3	P3
Educational leave	N1	G1	P2
Deferred salary leave	N1	G1	P1

NLTA Membership

- N1 – Membership dues continue to be paid as normal via deduction from paid salary.
- N2 – Payment of $2.00 per month must be made to the NLTA to maintain membership rights and benefits as per NLTA policy. Normally, one cheque covering the entire period of leave is mailed to the NLTA, attention Finance Division, 3 Kenmount Road, St. John's, NL, A1B 1W1.

Group Insurance

- G1 – Payment of group insurance premiums continue to be paid via normal payroll deduction.
- G2 – Teachers must arrange with the plan administrator, Johnson Inc., to pay their share of the group insurance premiums by bank deductions. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.
- G3 – Teachers must arrange with Johnson Inc. to pay by bank deduction both their share and the governments' share (Life, Accidental Death and Dismemberment, and Health plans only) of the group insurance premiums. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.

Pension

- P1 – Pension premium continues to be paid on the full salary (not the reduced deferred salary), and full pension service accrues.
- P2 – Pension premium is paid on 80% salary, and 80% pension service accrues while on educational leave. Teachers may arrange with Pensions Division to purchase the lost 20% pension service within six (6) months from return to work. If the service time is purchased within this window, the cost is at current contribution rates matched by government. After six (6) months, the cost is at full actuarial value.
- P3 – Pension premium is unpaid and no pension service accrues while on leave. Teachers may arrange with Pensions Division to purchase lost pension service within six (6) months from return to work. If the service time is purchased within this window, the cost is at current contribution rates matched by government. After six (6) months, the cost is at full actuarial value.

Any questions should be directed to an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Don Ash is the Staff Consultant for the NLTA Group Insurance Program and is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Transfers Requests
General Principles On Which "Reasonable Effort" Should Be Considered

by PERRY DOWNEY

Now that the end of the current school year is fast approaching, many teachers are beginning to contemplate whether or not they should request a transfer from their current teaching position to another position within the same Board. Teachers often consider transfers for a variety of reasons. Some consider a transfer as: i) an advancement towards a greater goal; ii) an opportunity to occupy a more desirable position; or, iii) an opportunity to get closer to home. Others consider a transfer simply as a "change". As the saying goes, "a change is sometimes as good as a holiday". However, as is all too familiar, teaching today, with its endless demands and expectations, is definitely no "holiday", no matter which position we choose to occupy.

While School Boards are determining their vacancies for the next school year and are internally posting the various positions within the schools throughout their District, many teachers are reviewing and updating their resumes, preparing to apply for various transfer positions. Teachers should ensure that their educational qualifications are updated, especially if they have changed in recent years, as well as ensuring that their experiences and teaching responsibilities are up-to-date before submitting an application to School Board officials indicating their desire to be considered for vacant positions during the transfer process.

As the process begins, it is also very common for teachers to contact the Benefits and Economic Services (BES) Division of the NLTA. Teachers who contact our Division often question whether or not the Administrative Staff are aware of the qualities and/or characteristics School Board officials will be considering as they review applications from candidates seeking transfers. Teachers often ask the question: "What does it mean that a School Board is supposed to make a 'reasonable effort' to accommodate requests from teachers already employed with the Board in a continuing contract?" This is often a very difficult question to answer conclusively since it depends on a number of factors; however, over the years, the meaning of this phrase has been clarified by Arbitration Boards.

The phrase "reasonable effort" appears in both the Provincial (PCA) and Labrador West Collective Agreements (LWCA) in Clause 6.12(a) and Clause 42.07(a), respectfully. It is these clauses which must be specifically considered by School Board officials when they are reviewing transfer applications. In addition to Clause 6.12(a), School Board officials must also consider Clause 13.01 (PCA) or Clause 44.02 (LWCA).

Clause 6.12 (a) [Clause 42.07] states: *In filling vacant positions in accordance with Clause 6.03, the Board shall: make a reasonable effort to accommodate requests from teachers already employed with the Board in a continuing contract.*

Clause 13.01 [Clause 44.02] states: *A teacher may be transferred to a comparable position within the same community when it is deemed necessary but shall not be transferred from one community to another without the teacher's consent.*

In a recent Arbitration decision, the Arbitrator stated that there are "some general principles by which reasonable effort is to be tested". These general principles were first set out in an Arbitration ruling in 1987 and were reiterated again in another ruling in the fall of 2004. In both decisions, the arbitrators cited the following as some general principles by which "reasonable effort" is to be tested.

1. An applicant who is requesting a transfer to an advertised vacant position must receive bona fide consideration. If such applicant meets the stated qualifications for the position, that consideration should include a personal interview.
2. The selection of an outside applicant (or of one transfer applicant over another) must not be arbitrary nor based on criteria other than those of Clause 6.03. (Note: Clause 6.03 [Clause 42.05 - LWCA] states: *The basic criteria for the selection of teachers shall be competence, suitability and qualifications as assessed by the School Board.*).

3. A transfer request must not be denied simply because the Employer wishes to keep the teacher in his/her present position.
4. "Reasonable effort" to accommodate a transfer request does not mean to unreasonably deny another applicant the right to become a candidate for a publicly advertised position (under Clause 8.01), or to be assessed in accordance with Clause 6.03.

For the most part, School Board officials do comply with these principles during the transfer process, however, the BES Division often receives calls from individual teachers who have concerns because they have not been successful during the transfer round. There are many different reasons given why an individual was not successful, however, sometimes the reason provided centers around #3 above. Teachers are sometimes told by School Board officials that the reason they were not granted a transfer was because the School Board felt it would have difficulty "back-filling" the position that would be vacated had they allowed the transfer to occur. This reason is often given to teachers who occupy specialty positions, such as Special Education, Core French or French Immersion, guidance, or sciences and mathematics, just to mention a few. Teachers who teach in rural and/or isolated regions of the province are also sometimes given this reason. If any teacher is unsuccessful during the transfer process and upon inquiry to School Board officials is told specifically that the reason why he/she was unsuccessful during the transfer process was because the Board felt it would have difficulty "back-filling" his/her position, he/she should contact an Administrative Officer in the BES Division of the NLTA to discuss his/her particular circumstances and the options that are available. It is important to remember that if you wish to formally challenge a decision of the School Board through the grievance process as outlined in the Collective Agreement, or any other decision of the School Board where you believe you did not receive "bona fide consideration", you must "submit the grievance in writing to the Director within ten (10) calendar days of the occurrence or discovery of the incident giving rise to the grievance ..." (PCA - Clause 31.02/ LWCA - Clause 50.03). It is always the desire of the NLTA Administrative Staff to resolve disputes between teachers and their respective School Board without having to engage in the grievance process, however, if an issue cannot be resolved, the teacher(s) would maintain the right to file a grievance and to challenge the decision of the Board through the grievance process. In most cases, the decision to proceed with a grievance is made in consultation with one of the Administrative Staff Officers in BES.

With the new re-structured School Board boundaries, we anticipate that there will be an increase in the number of teachers seeking transfers. However, given the recent budget announcement by the Provincial Government that removed 145 teaching units from the school system for next school year, teachers who are redundant and/or laid off will have priority to vacant positions that they are capable of filling before transfer requests are considered.

Clause 9.09 [Clause 47.05] states: *A School Board will not advertise any position or hire any teacher until it has made every effort to place those teachers who have been laid off or who have been notified in writing that they are to be laid off.*

Even though there is a reduction in the number of teaching units for next year, we do anticipate that there will be opportunities for teachers to transfer within their Districts. As positions are advertised, those teachers who are seeking transfers are encouraged to submit their applications to their respective Assistant Director of Human Resources or designate for consideration.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

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David Constantine, Tel: 709-227-2041
or Mark Jones, Tel: 709-729-1372

Net Teacher Pension Income

by DON ASH

We periodically receive requests from active teachers for a breakdown or comparison of the "take-home" pay they would receive as a pensioner compared with what they are receiving as an active teacher. The NLTA and Pensions Division will not do individual take-home calculations because individual personal circumstances impact take-home pay. As well, tax rates and group insurance premiums are subject to change. The following calculations are offered for illustrative purposes and are not estimates or guarantees of individual take-home pay.

The attached tables are based on a teacher at the top of Certificate V, Certificate VI and Certificate VII retiring in June, 2005 with a total of 33.8 years of pensionable service (eg. 29.8 worked years plus 4 years of university buy-back).

It is important to note that these tables do not represent a guarantee of the level of net retirement income which a teacher will receive. The tables are generated based on a number of assumptions, including the following:

1. The teacher is retiring with 33.8 years of pensionable service.
2. The pension calculation assumes the full accrual for all years (2.22% prior to January 1, 1991 and 2% since January 1, 1991 except the 1993-94 fiscal year). In 1993-94, a teacher's accrual will be 0.75% less as a result of government's reduced contribution to the pension during the 1993-94 fiscal year (unless the teacher 'topped up' government's reduced contribution).
3. The estimated group insurance deductions include the dependent health, basic life and basic AD&D insurance at May 2005 premium rates. A teacher's other coverages and premium increases would change that estimated deduction.

It should also be noted that pension payroll is based on 24 pay periods per annum and not the 26 pay periods on which the Teacher Payroll system operates.

As the tables indicate, deductions for Canada Pension Plan premiums, Employment Insurance premiums, Teachers' Pension Plan contributions (9.35%), and NLTA fees are not applied to pension income. The only two deductions applied to the illustrated pension income are income tax and group insurance premiums.

The maximum annual Canada Pension premium for 2005 is $1,861.20. The maximum annual EI premium for 2005 is $761.00. Active teachers will not have CPP or EI premium deductions after these annual amounts have been paid.

Individual teachers should consult directly with a tax planner or investment advisor if they are looking for a definitive statement concerning income figures applicable to their own circumstances upon retirement.

TEACHER - TOP OF CERTIFICATE V (RETIRING JUNE 2005)

Annual Salary			$51,985.00
Per Pay Period			$1,999.44
Deductions	CPP*	$92.31	
	EI*	$38.99	
	TPP	$186.95	
	Income Tax	$432.10	
	NLTA Fees	$19.99	
	Insurance	$48.73	
Net Pay (26 periods)			$1,180.37
Annual Net Pay		**$1,180.37 X 26**	**$30,689.62**

*Maximum annual CPP and EI premiums are approximately paid by the 20th pay period. No CPP or EI premiums are paid on the remaining 5 pay periods, which will increase annual net pay.

Accrued pension percentage			71.10%
Average Salary (5 years)			$48,196.00
Annual Pension		.7110% X $48,196	$34,267.00
Per Pay Period			$1,427.00
Deductions	Income Tax	$300.95	
	Insurance	$47.07	
Net Pay (24 periods)			$1,078.98
Annual Net Pension		**$1,078.98 X 24**	**$25,895.52**
Annual Net Difference*		**$30,689.62 - 25,895.52=$4,794.10**	

*The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid.

TEACHER - TOP OF CERTIFICATE VI (RETIRING JUNE 2005)			
Annual Salary			$60,212.00
Per Pay Period			$2,315.00
Deductions	CPP*	$107.97	
	EI*	$45.14	
	TPP	$216.45	
	Income Tax	$531.77	
	NLTA Fees	$23.15	
	Insurance	$49.15	
Net Pay (26 periods)			$1,341.37
Annual Net Pay		**$1,341.37 X 26**	**$34,875.62**
*Maximum annual CPP and EI premiums paid by the 17th pay period. No CPP or EI premiums are paid on the remaining 9 pay periods, which will increase annual net pay.			
Accrued pension percentage			71.10%
Average Salary (5 years)			$55,823.00
Annual Pension		.7110% X $55,823	$39,690.00
Per Pay Period			$1,654.00
Deductions	Income Tax	$386.40	
	Insurance	$47.51	
Net Pay (24 periods)			$1,220.09
Annual Net Pension		**$1,220.09 X 24**	**$29,282.16**
Annual Net Difference*		**$34,875.62 - 29,282.16=$5,593.46**	
*The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid.			

TEACHER - TOP OF CERTIFICATE VII (RETIRING JUNE 2005)			
Annual Salary			$68,117.00
Per Pay Period			$2,619.00
Deductions	CPP*	$123.02	
	EI*	$51.07	
	TPP	$244.88	
	Income Tax	$648.04	
	NLTA Fees	$26.19	
	Insurance	$49.79	
Net Pay (26 periods)			$1,476.01
Annual Net Pay		**$1,476.01 X 26**	**$38,376.26**
*Maximum annual CPP and EI premiums paid by the 15th pay period. No CPP or EI premiums are paid on the remaining 11 pay periods, which will increase annual net pay.			
Accrued pension percentage			71.10%
Average Salary (5 years)			$63,153.00
Annual Pension		.7110% X $63,153	$44,902.00
Per Pay Period			$1,871.00
Deductions	Income Tax	$468.80	
	Insurance	$48.31	
Net Pay (24 periods)			$1,353.89
Annual Net Pension		**$1,353.89 X 24**	**$32,493.36**
Annual Net Difference*		**$38,376.26 - 32,419.12=$5,882.90**	
*The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid.			

Note:

- These numbers represent estimates only and are not intended as a specific calculation of any teacher's net pension income (see earlier comments).
- Teachers retiring with fewer than 33.8 pensionable years are cautioned that the pension income will be lower and therefore these net difference figures will be more substantial in their cases.

In addition to the above, teachers sometimes inquire about the effect on their pension income, should they decide to continue teaching for another year or two. There are two factors which impact the pension calculation in working another year. A teacher's pension accrual rate will be 2% higher for every additional year worked and the 5 year average salary applied to the accrual will usually be higher because of the higher salary in the last year worked when compared to salary earned five years ago.

Inquiries on any of the above information should be directed to an Administrative Officer in the Benefits and Economic Services Division or to personnel in the Pensions Division at the Department of Finance, Government of Newfoundland and Labrador.

Financing a Year of Deferred Salary Leave

by Don Ash

The Deferred Salary Leave Program (DSLP) is available to any tenured teacher in a permanent position covered by our collective agreement and is covered by Article 51 of the Provincial Collective Agreement (Article 57 of the Labrador West Agreement). Many teachers find the DSLP an excellent means of financing a year of leave to pursue travel, family time, other employment, or any interest that an individual might have. Leave under this plan is credited for purposes of pension, seniority, severance, increment, and sick leave. The plan is registered with Canada Revenue Agency (CRA) who does not allow the year of leave to be used as the year of retirement. Application for enrolment in the DSLP beginning September should normally be made by April 30 of the previous year.

While teachers find the DSLP an excellent avenue for rejuvenation, there are economic realities which must be faced. The Administrative Officers in the Benefits and Economic Services Division are often asked what the "difference is" in take-home pay while on Deferred Salary. We are reluctant to provide specific financial advice to members because each individual's financial situation is different and all financial matters are subject to change. Subsequently, the information provided contains rough estimates.

The following comparison of net salary for a teacher on full salary versus the various Deferred Salary options are rough calculations and for illustration purposes only. Each individual teacher's situation will be different. The salaries are those that will be in effect as of September 2005. Taxes deducted vary for each teacher and they are rough approximations based on information provided by Teacher Payroll. EI and CPP deductions are based on 2005 formulae. A teacher in the DSLP pays pension on the full unreduced salary. EI premiums are paid on the full salary, but no EI premiums are paid during the year of leave. Subsequently, EI may not be able to be drawn in the year following the year of Deferred Leave, which may have implications for those wishing to take maternity leave following a deferred salary leave. Any further questions on the Deferred Salary Leave Plan should be directed to an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Full Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	51,985	60,212	68,117
Estimated Tax	11,235	13,826	16,849
Estimated EI	761	761	761
Estimated CPP	1,861	1,861	1,861
NLTA Fees	650	753	851
Pension Deduction	4,861	5,630	6,369
Estimated Net*	**32,617**	**37,381**	**41,426**

* Estimated Net does not include an individual's insurances and deductions

2/3 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	34,657	40,141	45,411
Estimated Tax	5,283	6,726	8,250
Estimated EI	761	761	761
Estimated CPP	1,542	1,814	1,861
NLTA Fees	433	502	567
Pension Deduction	4,861	5,630	6,369
Estimated Net*	**21,777**	**24,708**	**27,603**

* Estimated Net does not include an individual's insurances and deductions

3/4 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	38,988	45,159	51,087
Estimated Tax	6,547	8,403	10,282
Estimated EI	761	761	761
Estimated CPP	1,757	1,861	1,861
NLTA Fees	487	564	639
Pension Deduction	4,861	5,630	6,369
Estimated Net*	**24,575**	**27,940**	**31,175**
* Estimated Net does not include an individual's insurances and deductions			

4/5 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	41,588	48,169	54,489
Estimated Tax	7,344	9,489	11,552
Estimated EI	761	761	761
Estimated CPP	1,861	1,861	1,861
NLTA Fees	520	602	681
Pension Deduction	4,861	5,630	6,369
Estimated Net*	**26,241**	**29,826**	**33,265**
* Estimated Net does not include an individual's insurances and deductions			

Plan Ahead and Register Early

Pre-Retirement Seminars

by Don Ash

Teachers within two years of retirement eligibility should register for one of the NLTA's seven Pre-Retirement Seminars being held in the fall of 2005 in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's. These seminars are held in accordance with Association policy as part of its overall program of pre-retirement counselling. Clause 18.12 of the Provincial Collective Agreement and Clause 29.12 of the Labrador West Collective Agreement provide two days paid leave to attend these seminars.

Information sessions will deal with topics such as the Teachers' Pension Plan, Severance Pay, Employment Insurance, NLTA Group Insurance, Financial and Estate Planning and the Canada Pension Plan. As well, time is available for individual counselling of prospective retirees by the various consultants.

NOTE: The full text of the NLTA Policy on Pre-Retirement Seminars and the application form can be found on the NLTA website (www.nlta.nl.ca). A link on the main page called "Forms Online" will bring you to the applicable form and policy. The NLTA policy will also be mailed to teachers with confirmation of registration.

Things You Should Know About Attending

- Potential participants must register for a particular seminar and apply to their District for leave.
- Only those teachers eligible to retire during or before June 2008 will be eligible to attend.
- Registration must be received at the NLTA Office at least four weeks in advance to ensure approval of attendance.
- The Association reserves the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA office in accordance with Association policy.
- It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. Please reference that you are attending an NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business.
- Travel expenses shall be reimbursed in accordance with the following provisions:

i) participants shall be reimbursed the lesser of travel by private vehicle or public transportation to the seminar closest to the place of residence. In the event that a teacher requests and is accepted to attend a seminar other than the closest seminar, the participant shall only be reimbursed the amount applicable for travel to the closest seminar.
ii) payment for travel in a private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.
iii) travel via public transportation will be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.
iv) no expenses will be paid to participants living or teaching in the community where the seminar is held.
v) a spouse is welcome to accompany the participating teacher to the pre-retirement seminar, but no expenses will be covered.

- All other expenses, such as meals, accommodation and child care, are the responsibility of the participating teacher.
- Expenses will be provided for one pre-retirement seminar only and a teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)
- Teachers must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise.
- Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.

Given the increasing numbers of teachers eligible to retire, we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come, first-served basis.

An Educational RANT
(with apologies to Rick Mercer)

by BEVERLEY PARK

You know how it is when you hear something – and it triggers something else – and before you know it your mind is on some internal "rant". Some might call it a kind of Rick Mercer syndrome. Well, it happened to me at Convention. My rant was triggered by President Fred Douglas' speech.

(Now if you really want this to sound like a rant you'll read it out loud and really fast!)

It wasn't Fred's commentary on the restructuring of the education system, or his recommendations to Premier Williams on the use of the monies from the Atlantic Accord, or the lessons from geese that got me going. It was his very astute observation that the public assumes to know all about education and schools and teachers and teaching just because they once at one time (maybe decades ago) went to school.

[I made that sentence very long on purpose!]

Well, like Fred said, they're wrong! They're something like the people I know who, when faced with a "simple" home repair say to themselves, "Well, how hard can it be, really?" So after a few trips to the do-it-yourself section at the hardware store (factor in the time and gas) spending a fortune on materials (some of which are the wrong ones) and then spending twice the time to "complete" the project (with lots of spare screws and bolts and thingamajigs left over), they find that the tap they installed has a drip that just won't stop, or the door won't close properly or . . .

Sound familiar? Eventually, to get the job done right, we all know that it takes an expert. When it comes to education, we, the teachers, are the experts!

When the public looks at our schools and our classrooms with that "How hard can it be, anyway?" attitude, we should remind them that sometimes that which looks simple is very complex. I mean how hard can it be to toss three (or even two) balls into the air one after the other, and catch them in sequence? Sounds simple enough, but have you ever tried juggling? On the surface, a Rubik's Cube puzzle looks quite simple too – well, actually it's very simple to mix it up and create a kind of Rubik's Cube chaos, but have you ever tried to put one back together?

Anyone who knows me knows that I am a huge fan of CBC Radio and I recall some years ago an interview Peter Gzowski did with an educator (can't remember who, but it wasn't me and it wasn't Fred, but we agree with him!). The teacher used the metaphor of a big band. Nobody watching and listening (unless he or she is a musician) thinks for a minute that s/he could play the saxophone or the trumpet or the piano – but for some reason everyone thinks they can play the drums! Professional drummers know the difference!

Now don't get the impression that I am suggesting that the public is ignorant and should stay out of our schools… NO, quite the opposite. We know how important the public (our parents and others) is to a well-functioning education system. Parents and the public must be our biggest allies and supporters and we certainly do not want to alienate them. But we may need to inform them so that they don't "mis-see" us as so many mis-see the drummers in the band. We don't want them to view our tasks as professional educators in the same way as they view the do-it-yourself project. We need to help them see that we are the professionals and – no offense to home-schooling – there is a lot about schools and schooling and education that should come with a caution: do not try this at home!

To those who haven't been inside a school door for a few decades and who still think it's the same as when they were there, invite them to take a look in the mirror. Ask them "Do YOU look the same as you did when you were in school?" Well, the changes in the school and the way it operates are at least as dramatic as the personal changes you see in the mirror. To really measure the effect, instead of looking at a mirror, look instead at one of your old school photos! I'd venture to guess that there have been some striking changes – many of them for the better.

I rest my case!

Of note: You can read excerpts from the President's address to the 2005 Biennial Convention on page 7.

Beverley Park is an Administrative Officer in the Professional Development Division of the NLTA.

Vers la réussite de tous les élèves au secondaire

par RICHARD CAISSIE

Dans le numero fevrier/mars 2004 de la revue Vie pedagogique, un article de Carole Leclerc, Liette Picard et Helene Poliquis-Verville intitulé «Des portes ouvertes vers la reussite de tous les eleves » nous donne des pistes interessantes qui pourraient s'appliquer aux jeunes du secondaire qui éprouvent des difficultés d'apprentissage.

Je soulève certaines parties qui m'ont frappé, réalisant que la lecture intégrale du texte permettra d'en saisir toutes les nuances :

• une reflexion (doit être) menée [...] par l'ensemble des partenaires de l'école secondaire (et se traduire) en des services diversifiés et adaptés aux eleves de la communauté locale

• accepter que cette reussite (de tous les eleves) puisse se traduire differemment

• (la mission premiere du personnel enseignant est) d'accompagner les eleves dans leurs apprentissages [...] et de les soutenir dans leur projet de formation

• (les services aux eleves doivent appuyer le personnel enseignant) a la realisation d'actions de soutien et d'aide intégrées et diversifiées

• agir de façon preventive [...] puisque tout eleve peut, à un moment ou l'autre, éprouver des difficultés dans son parcours scolaire (...il faut) intervenir rapidement des qu'une difficulté se manifeste

• repondre aux besoins varies des differents eleves qui composent les classes [...] de façon telle que chaque élève se trouve aussi souvent que possible dans des situations d'apprentissage fecondes pour lui

• (il faudra) un soutien additionnel à l'enseignante ou à l'enseignante avec un appui particulier à l'élève

• consolider certains apprentissages ou remedier à des difficultés particulieres (chez les eleves en difficulté)

• les services ajoutés doivent être diversifiés et mis en place le plus pres possible de ces eleves, c'est-a-dire dans les classes

• services adaptés doivent prendre en considération l'ensemble des facteurs pouvant influencer leur parcours scolaires (personnels, familiaux, sociaux et scolaires)

• une approche privilégiant la differenciation pédagogique et l'adaptation des services aux capacités et aux besoins de chaque élève nécessite une gestion orientée vers la diversification organisationnelle

• l'école doit donc developper des modèles autres que les cheminements particuliers, soit encourager des initiatives visant à apporter des réponses personnalisées et adaptées au profil de formation des élèves

• aménagement de grille-horaire en fonction des besoins de concentration et de projets interdisciplinaires

• établir, pour chacun des eleves, ses potentiels, ses intérêts et ses aspirations scolaires et professionnelles

• proposer aux eleves differents parcours scolaires tout en leur offrant des possibilités d'exploration professionnelle dans le but de les aider à mieux saisir le sens et l'utilité des apprentissages realisés à l'école

• maintenir des exigences elevées pour mieux repondre aux aspirations et aux capacités des eleves

• leur permettre d'acceder à une formation plus poussee s'ils le desirent et s'ils en ont les capacités [...] de façon à rendre possible le passage vers un profil de formation plus exigeant pouvant mener à un diplôme d'études secondaires ou à un diplôme d'études professionnelles

• de la souplesse, de l'ouverture et la possibilité de recourir à une « formation à la carte » permettant de repondre à des besoins et à des champs d'intérêt varies qu'il faut offrir aux eleves pour les mener à la réussite

• la necessite de travailler ensemble et d'établir de solides associations avec les partenaires de la communauté intéressés par la formation professionnelle des eleves pour briser l'isolement et mettre à profit les expertises et les compétences les plus variées.

• mobiliser toutes les énergies dans un but commun : « la réussite de tous les jeunes du secondaire, y compris ceux qui ont des handicaps ou des difficultés »

Les auteures sont membres du personnel professionnel de la Direction de l'adaptation scolaire et des services complementaires du ministere de l'Education du Québec.

Richard Caissie est directeur générale de l'Association des enseignantes et enseignants du Nouveau-Brunswick

Teacher Certification Upgrading

Approval of Programs

by ROBERT PARSONS

There is a trend in the teaching profession toward the attainment of higher qualifications. Although there is no formal requirement in this province for teachers to complete additional university courses or programs following initial certification, now more than ever, teachers are choosing to complete additional certificates, degrees, and diplomas. The reasons are varied and include the necessity to keep current within the profession; to move into new fields; to advance within the structures of educational administration; or simply to gain a higher level of certification and salary.

The Department of Education approves between 850 and 900 teacher certification applications per year. Of this number, approximately 42% are applications from teachers who are upgrading their certification levels. The current trend within this province is toward graduate studies in education, rather than additional undergraduate degrees and diplomas, although there are still a significant number of primary-elementary teachers who choose undergraduate programs in special education or teachable subject area disciplines.

The obvious benefit to a teacher for upgrading one's certification level is the increase of salary level. The "typical" teacher graduate from Memorial University begins with a Teacher's Certificate Level 5 which, under the current collective agreement, has a starting salary of $39,700 and a maximum salary of $51,985. By comparison, the salary range for TC6 is $45,280 to $60,212, and TC7 is $51,206 to $68,117.

Regardless of one's reasons for choosing to complete additional studies and thereby gain higher certification levels, there is a requirement within the teacher certification regulations for teachers to obtain the prior approval of the Teacher Certification Registrar for any program that is to be used for upgrading purposes. This is a critical step in planning to complete additional studies since there are restrictions on the types of programs and the types of institutions that are acceptable for this purpose. Obtaining the written approval of the Registrar ensures that a program is approved and will, upon completion, result in the awarding of the higher certificate level. Without this approval a teacher runs the risk of commencing, or even completing, a program which is not acceptable under the regulations, and therefore after expending a great deal of time, effort and money, does not receive the intended certificate upgrading. In some cases too, a particular program may be approved for one teacher to complete for certification upgrading purposes, but not be approved for another teacher. Each program submitted to the Registrar for approval is looked at in several contexts, including relevance to the teacher's previous training and teaching assignment, and whether the program duplicates previous studies credited for certification purposes.

Therefore, it is unwise to follow the lead of another teacher who has received approval of a program for upgrading purposes without also obtaining that approval for yourself. These individual approvals will be honored even if subsequent regulations changes disallow the approval of such programs. This may not be the case if the approval is not obtained before changes to the regulations are invoked.

The following Department of Education teacher certification web site (www.gov.nl.ca/edu/k12/tcu.htm) explains the teacher certification upgrading options and the pre-approval process. Teachers are encouraged to visit this web site and to contact the Registrar of Teacher Certification for approval of all upgrading programs and to determine the effect of program completion on certificate level.

Upon completion of an approved program a teacher may download the certification upgrading application, fee schedule and instructions from the following site: www.gov.nl.ca/edu/k12/tcert.htm.

Robert Parsons is Registrar, Teacher Certification, with the Department of Education. He can be reached at: PO Box 8700, St. John's, NL, A1B 4J6, e-mail: robparsons@gov.nl.ca, Tel: 709-729-3020, Fax: 709-729-5026.

Prime Minister Honors Oustanding Teachers

Grant Etchegary

Andrew Hickey

Anthony Hillier

The 2003-04 recipients of the Prime Minister's Awards for Teaching Excellence were announced on March 22 at a gala event on Parliament Hill in Ottawa. Teachers from Newfoundland and Labrador were honored with eight awards – two of these were Certificates of Excellence, and six were Certificates of Achievement. The Certificate of Excellence recipients from Newfoundland and Labrador are:

Grant Etchegary, Holy Heart High School, St. John's. Mr. Etchegary teaches music and technology in Grades 10 to 12. He believes music enriches students in many ways – emotionally, creatively, socially and intellectually. Mr. Etchegary provides his students with a challenging repertoire to help foster their commitment to, and passion for, music.

Mr. Etchegary has created an outstanding music program which is respected for the quality of instruction. He developed an ingenious way of teaching complex rhythms by encouraging students to envision the entire music phrase, and then break it down into smaller parts. He uses new technologies, such as high-speed fibreoptic connectivity, to give students more opportunities to study music. As a result, 40 percent of students now take advantage of online mentoring sessions with master teachers from across Canada.

Mr. Etchegary also spearheaded the school's participation in a ground-breaking international online music project, which linked music students from five Canadian schools together with students from Finland, Switzerland and China via a high-speed fibreoptic connection. This successful project has now evolved into the successful MusicGrid initiative, where Canadian students and teachers, including Holy Heart students, get to collaborate online with professional musicians across Canada.

Mr. Etchegary has also commissioned six original works for his concert band, all relating to Newfoundland and Labrador themes.

Andrew Hickey, Holy Heart High School, St. John's. Mr. Hickey teaches earth systems, environmental, cooperative education in Grades 11 to 12. He emphasizes communication, respect, cooperation, responsibility and the development of the whole person in his teaching practices. Mr. Hickey believes education is all encompassing and should include experiences in and out of school.

Mr. Hickey often uses hands-on learning activities to stimulate students' imaginations and creative abilities. For example, he spearheaded a school mural project, based on the theme of exploring the earth's geological history. Students from every grade participated – researching the earth's history, choosing a specific era, and then designing and painting murals throughout the school.

He also initiated a number of web site projects which gave students opportunities to use videos, digital cameras, audio, scanners and various types of software, to tell the story of unique aspects of Canada's natural resources.

Lessons are built around everyday items to ensure that all students can grasp complex scientific ideas. Under his creative eye, M & M candies become a way to explain radioactive isotypes, and moose stew and caribou sausages become a way to discuss conservation management.

An outdoor enthusiast, Mr. Hickey initiated an outdoor excursion program at the school. The annual trip to Gros Morne National Park provides all students with the opportunity to explore the natural wonders and conduct scientific field studies within the incredible world heritage site. And to ensure that everyone takes part, he organizes fundraisers to help students cover the cost of the trip.

The Certificate of Achievement recipients from Newfoundland and Labrador are:

Anthony Hillier, Grade 10-12 Design Technology Teacher, Holy Spirit High School, Conception Bay South. Mr. Hillier supports colleagues by instructing them on how to use technology in their classrooms and by providing them with opportunities to familiarize themselves with software programs in formal, structured settings. He also organizes, coaches and mentors students for the Skills Canada Competition. Mr. Hillier's students have gone on to compete at the national level for three years in a row. Mr. Hillier encourages his students to strive for the very best and provides opportunities for all students, regardless of level or ability. He promotes exciting and relevant, activity-based technology instruction and encourages competition, creative thinking and problem-solving to capture students' interest and attention.

Bruce Lane, K-6 Learning Resources/Technology Teacher, Mary Queen of Peace Elementary School, St. John's. Mr. Lane was instrumental in obtaining funding that brought technology to the school. All students from Grades 1-6 create and maintain their own web site where they publish a portfolio of their work. This is seen as the most positive results of the technology program at Mary Queen of Peace Elementary School. Mr. Lane also maintains a network of 50 computers, often after school and on weekends. He opens the computer lab during recess, lunch and after school so students can complete their projects. Mr. Lane believes that students who learn to use the technology of today will be better prepared to learn the technology of tomorrow.

Norman Littlejohn, K-9 Technology Education Teacher, St. Francis School, Harbour Grace. Mr. Littlejohn implemented a cable system through the entire school with the assistance of a local TV company that supplied cable and hardware. With TV monitors in all the classrooms and hallways, students of all levels have the opportunity to broadcast slide presentations, student interest announcements, sports newscasts, etc. He also founded an annual robotics competition and led his junior robotics team to take home five out of six trophies at the provincial robotics competition, and led his team to compete in a North American Robotics competition in Atlanta, Georgia. Mr. Littlejohn believes the future of each student is in their own hands. They control their own destiny if they are willing to work hard and seek help when they need it.

Howard Lundrigan, Grade 7-9 Science, Mathematics, Adolescence Teacher, St. Peter's School, Upper Island Cove. Mr. Lundrigan employs the "If I were a teacher" method, whereby students reflect on themselves as math learners and are encouraged to teach a concept they have mastered to a group of their peers. He believes that students remember 80% of what they teach. He also introduced the Math Movements project to instill the love of math, alleviate the fear that some feel towards math, provide enrichment, encourage discussion and relate math skills to everyday life. Mr. Lundrigan's classes consistently top the list at the district and provincial levels. He believes all children can expand their horizons if given the appropriate environment and support.

Elizabeth Murphy, Grade 7-12 Technology, Math, Ethics Teacher, Christ the King School, Rushoon. Ms. Murphy has created an "outdoor classroom" – learning spaces where students can undertake environmental projects. As the school librarian, she held various book fairs to make low-cost books available to all school children and students who could not afford to make a purchase. She assists colleagues with special needs children to acquire the skills and knowledge required to use assistive devices. Ms. Murphy has volunteered to change her teaching assignments to accom odate emerging needs in the school by enrolling in courses to further enhance her teaching abilities and knowledge (school librarian, science, home economics, etc.) She is the founding chairperson of the province's first small school council, which provided the impetus for Memorial University's Diploma in Rural Education and Telelearning, and is an elected member of the Executive Council of the NLTA. Ms. Murphy encourages students to think positively and to create a joy of learning in the classroom.

Keith Samuelson, Grade 10-12 English Teacher, Prince of Wales Collegiate, St. John's. Mr. Samuelson's Teaching for International Understanding framework aids to produce responsible global citizens. While learning to appreciate our nation's commitment to due process and rule of law, students are taught in a "global classroom," where patriotism and multiculturalism are seen as complementary ideas. He sees curiosity, critical thinking, ethics and communication as essential in becoming good global citizens. He led two cross-curricular learning projects that are earning a world-wide reputation for educating young people to become responsible global citizens: the P.W.C. Holocaust Project and the World Youth Manifesto Project. These are now being used by teachers in many schools in Newfoundland and Labrador, as well as other provinces and countries. Mr. Samuelson also presents workshops for teachers and professionals at provincial, national and international levels, on subjects ranging from Global Classroom Initiatives to Literature for International Understanding, to The Holocaust and Human Rights.

The Prime Minister's Awards, offered at the Certificate of Excellence (national) and Certificate of Achievement (local) levels, carry cash prizes of $5,000 and $1,000, respectively, given to the recipient's school and to be spent under the teacher's direction. Recipients receive letters and certificates, signed by the Prime Minister. Certificate of Excellence recipients are honoured at a ceremony in Ottawa with the Prime Minister. Certificate of Achievement winners receive their awards at local ceremonies organized by their schools or school boards.

For more information about the Prime Minister's Awards for Teaching Excellence, call 1-800-575-9200, e-mail pmaawards@ic.gc.ca or visit the PMA web site at www.pma.gc.ca.

Bruce Lane

Norman Littlejohn

Howard Lundrigan

Elizabeth Murphy

Keith Samuelson

Education Week 2005

Opening Ceremonies Provide "Food for Thought"

Principal John Way brings remarks on behalf of Crescent Collegiate.

The Opening Ceremonies for Education Week 2005 were celebrated on March 7 at Crescent Collegiate in Blaketown. The ceremonies were a great success and provided much *food for thought* as students, teachers, parents and invited guests helped launch the week.

Guests at the Opening Ceremonies included: Fred Douglas, President of the Newfoundland and Labrador Teachers' Association; the Honourable Tom Hedderson, Minister of Education; Dr. Alice Collins, Dean of Education, Memorial University of Newfoundland and Honorary Chairperson for Education Week 2005; Dr. Bruce Sheppard, Director, Eastern School District; as well as students, teachers and numerous other invited guests and community leaders.

The Masters of Ceremonies for the Opening were Rodney Jerrett, a Grade 9 French Immersion student at Crescent Collegiate, and Stephen Cooper, a Level III student at the school. Both students did a superb job of helping the event flow smoothly.

Students from Crescent Collegiate and neighbouring schools join together for a wonderful performance of the provincial Education Week song.

Performances at the Opening included the Crescent Collegiate Concert Band, under the direction of Mr. Robert Lee. The band gave wonderful performances of "Cartoon Symphony" and "James Bond Themes", as well as "O Canada" and "The Ode to Newfoundland". The Crescent Collegiate Choir, also directed by Mr. Lee, gave a very spirited performance of "Like an Eagle", featuring solo performances by Brittany Keating, Brittany Reid, Colin Penney, and Cassandra Penney.

The superb performance of "Chanson d'Innocence" by the trio of sisters, Robyn, Lauren and Katie Newhook, showcased the wonderful talent at Crescent Collegiate. A vocal duet entitled "The Prayer" by siblings Colin and Cassandra Penney, was a further display of the magnificent pool of talented musicians at Crescent Collegiate and across the province.

The Crescent Collegiate Cheerleaders pul[illegible] the stops during a rousing performance of "The Education Week Cheer".

The audience was further entertained by the Crescent Collegiate Theatre Arts Class, who, under the instruction of Ms. Laurie Ann Reid, staged an outstanding student-written, student-produced piece entitled "Food for Thought". The work was directed by student director Danielle Coley. The Crescent Collegiate Cheerleaders, coached by Ms. Kerri Morgan and Ms. Diane Fowler, also displayed a great sense of school spirit as they gave a lively performance of the "Education Week Cheer". As a further tie-in to the Education Week theme, Terri Lynn Langer, a Level III student at Crescent Collegiate, gave a wonderful speech entitled "Living a Healthy Lifestyle".

The Provincial Education Week Song was performed by the Crescent Collegiate Choir with Grade 4 choirs from the neighbouring schools of Acreman Elementary, Epiphany Elementary, Holy Family Elementary, Whitbourne Elementary, and Woodland Elementary.

Prior to the official signing ceremony, Laura Cumby, a Grade 7 French Immersion student, and Courtney Penney, a Level III student, expertly read the Education Week Education Week proclamation in both official languages.

NLTA President Fred Douglas and the Honourable Tom Hedderson sign the official Education Week proclamation.

A highlight of the Opening was an address by Dr. Alice Collins. Dr. Collins delivered high praise to the students, staff and school community of Crescent Collegiate.

In her reflection on the Education Week theme, Dr. Collins remarked: "Food for Thought – Tout sain-plement is a clever theme – focusing us, in the first instance, on food, healthy living and healthy choices. But it is much more than that – a theme that invites us to reflect on the value of education and its singularly important contribution to the growth and development of our students, ourselves, our communities, and our civil society. It is very compelling that healthy societies are educated societies and that vital link between health, healthy living and overall well being has time and again been shown to connect directly to levels of education of individuals and their society." She further congratulated the provincial organizing committee for Education Week 2005 for this year's inspiring and challenging theme and for the creative activities they suggested for the enjoyment and growth of students during the week.

Dr. Collins also thanked the NLTA for inviting her to be the Honorary Chairperson for Education Week 2005 and welcomed the opportunity to collaborate and work closely with members of the NLTA. "Please convey to your members my commitment to continue the strong and collegial professional relationship we enjoy with your Association as we continue to strive together for educational excellence in this province."

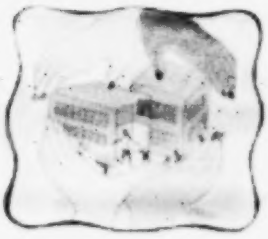
In her final remarks, she addressed the teachers of Crescent Collegiate and all teachers throughout the province. "On behalf of the Faculty of Education, I wish to acknowledge the trust you have placed in us for the responsibility of preparing teachers and offering graduate degrees. We are deeply grateful when you choose to study with us; it is our mission to be responsive to your professional goals and aspirations and I welcome the opportunity to continue to work with you as our colleagues and our friends."

This year's Opening Ceremonies were indeed a magnificent showcase of the wonderful talent and spirit of our students and teachers and left all who attended the event with much "food for thought".

The provincial Education Week Committee welcomes feedback on this year's activities. Plans for the organization of Education Week 2006 will be getting underway in the next few months.

Dr. Alice Collins addresses the audience.

Building Inclusive Schools



A SEARCH FOR SOLUTIONS

NOVEMBER 17-19 2005
OTTAWA MARRIOTT HOTEL
OTTAWA, ONTARIO

A CANADIAN TEACHERS' FEDERATION CONFERENCE

Featuring
STEPHEN LEWIS
TOMSON HIGHWAY
CAROL ANN TOMLINSON
VIANNE TIMMONS
ROGER SLEE
MICHAEL BACH
BLYE FRANK
GEORGE DEI
JANICE WALLACE
MAIRUTH SARSFIELD
ANDRE GRACE
BILL RYAN
JANE GASKELL

Please visit the Canadian Teachers' Federation website at www.ctf-fce.ca for more information and registration forms. For further assistance, please call (613) 232-1505, ext. 115.

Calendar

2005 NATIONAL COUNSELLING CONFERENCE

May 24-27, 2005

St. John's. The Newfoundland and Labrador Counsellors' and Psychologists' Association (NLCPA) is co-hosting with the Canadian Counselling Association (CCA) the 2005 National Counselling Conference. The conference promises to be three days of interesting speakers, intensive professional development and Newfoundland hospitality. For more information check out the conference website at www.ccacc2005.ca or contact conference co-chairs Chris Cooper at ccooper@nf.sympatico.ca or Alana Walsh-Giovannini at alanag57@stemnet.ca.

SCHOOL ADMINISTRATORS CONFERENCE

May 25-26, 2005

College of the North Atlantic, Stephenville. For information contact Michael Murrin, Tel: 709-646-2822; Fax: 709-646-5263; mike.murrin@wnlsd.ca. (See information on page 4.)

SUMMER INSTITUTES

August 15-17, 2005

Memorial University, St. John's. A two-day institute on August 16-17 on "Classroom Discipline" will include topics such as preventative discipline techniques, dealing with minor disruptions, and addressing serious misbehaviour in your classroom. A one-day institute on August 15 on "Meeting a Wide Range of Learners" focuses on specific strategies teachers can use to deal with a wide range of learning needs in their class, especially struggling learners. For information and to register contact www.practicalclassrooms.ca and click on Upcoming Institutes, or contact Chris Boulter at chris@practicalclassrooms.ca.

PHYSICAL EDUCATION SIC CONFERENCE

September 15-17, 2005

Memorial University, St. John's. For more information contact Mark Jones, markjones@gov.nl.ca, Tel: 709-729-1371, or David Constantine, davidconstantine@esdnl.ca, Tel: 709-227-2041.

COUNCIL OF SPECIAL SERVICES FALL WORKSHOP SERIES

September/October 2005

Assessing the Potentially Dangerous Student: Train the Trainer Workshop: September 16-17, 2005, Mount Peyton Hotel, Grand Falls-Windsor. This workshop is designed to help school teams distinguish the prankster from the potentially dangerous student. **Registration deadline is June 24**. For information go to www.keystosaferschools.com.

ADHD and LD Strategies for School Success: September 24, 2005, Delta Hotel, St. John's. This workshop, featuring internationally renowned speaker/author Sandra Rief, will be an information-packed seminar with strategies to help teachers reach and teach students with ADHD and LD. This workshop has received rave reviews around the globe.

Teaching in the Mixed Ability Classroom: Brain Biology & Layered Curriculum: October 17, 2005, Hotel Gander. Featuring Dr. Kathie Nunley. This workshop begins with a three-hour humorous look at how the brain learns. The final two hours focus on practical applications and strategies for teaching in a classroom of diverse learners. Dr. Nunley will highlight the Layered Curriculum, a teaching methodology she developed which allows teachers to juggle learning styles, multiple intelligences, cultures and mixed abilities in one room without sacrificing standards.

Understanding and Working with the Challenging Student: October 21, 2005, Mount Peyton Hotel, Grand Falls-Windsor. Presenter: Eva DeGosztonyi. This workshop will explore strategies for understanding and working with students who exhibit impulsive, immature and defiant behavior in the classroom.

For information on these COSS workshops contact Keith Adey at 709-292-5727.

Dates to Remember

May 2005

May 7	**Deadline:** Notification by Board of layoff
May 8-14	Branch Election Week
May 19	**Deadline:** Professional Development Fund applications
May 27-28	NLTA Executive Meeting

June 2005

June 15	**Deadline:** Notification by board of acceptance/ rejection of Deferred Salary Leave requests

July 2005

July 31	**Deadline:** NLTA Scholarship Applications

ATTENTION SUBSTITUTE TEACHERS

The NLTA will be setting up a **substitute teacher email group**. This group will be utilized to send information directly to substitute teachers through email.

If you would like to be included in this email group, please send an email to **mail@nlta.nl.ca.** Please send this email from the address you wish to receive the information and include your name for reference purposes.

Any questions should be directed to: Lesley-Ann Browne, Communications
labrowne @nlta.nl.ca
Tel: 726-3223, ext. 228 or
1-800-563-3599 *(toll free)*